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ABSTRACT

This document contains presentation summaries from a conference on "Responding to Welfare Reform." The first presentation, from the American Association of Community Colleges (AACC), deals with the impact of welfare reform on two-year colleges. It discusses the national impact of TANF, the results from a July 1997 AACC survey concerning community colleges and welfare reform, successful welfare-to-work models, and legislative changes to the TANF law. The next section summarizes a presentation by Broome Community College. It outlines the proponents and results of Broome's Workforce Development Pilot Program. Other presentation summaries in the paper discuss Corning Community College's Learn to Earn Program, Monroe Community College's Work and Learn Center, Niagara County Community College and the Niagara County "One Stop" Access Center, Onondaga Community College's JOBSplus Program, and Sullivan County Community College's OASAS/VESID Residential Treatment Training Program. (YKH)

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"RESPONDING TO WELFARE REFORM"

CONFERENCE PRESENTATION SUMMARIES

February 26, 1998

The Four Points Hotel
Syracuse, NY

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

KEYNOTE ADDRESS

Presented by
Ashley Giglio, Legislative Associate

The Impact of Welfare Reform on Two-Year Colleges

TANF – National Impact

- There are three central features to the TANF law: 1) frozen funding, time limits, and work requirements.

- Welfare caseloads are down by 30 percent from their peak of a few years ago. A clear explanation for this drop does not exist. Possible reasons: healthy economy, time limits, and work requirements.

- Recipients who are working are in low wage jobs. Many of these jobs are temporary, part-time, and have non-standard hours.

- The group left on the welfare rolls is often referred to as the "hard-to-serve. The 3 most problematic issues affecting this group include: low basic skills, substance abuse and domestic violence.

AACC Survey – Community Colleges and Welfare Reform

AACC distributed a survey to 1,124 community colleges in the 50 states and Puerto Rico. Findings from the July 1997 survey follow:

- Nearly one-third of community colleges are able to identify students receiving cash public assistance.

- Large community colleges are more than eight times more likely to identify students receiving assistance than small colleges, yet large urban colleges are just as likely as rural community colleges to be able to identify recipients.

- 41.9 percent of rural colleges had welfare-to-work programs, while 63.6 percent of large urban colleges have such programs.

- State welfare policies have the greatest influence on the length of time a community college can offer a program or course for welfare recipients. Welfare recipients are limited to less than two years of training at 67.3 percent of community colleges; 29 percent noted that recipients could be enrolled in training programs for up to 3 years.

- According to a survey by the Center for Law and Social Policy (CLASP), 24 states provide opportunities for recipients to attend college without working (CT, ID, IL, IA, KS, KY, ME, MA, MI, MN, MO, MT, NE, ND, OR, RI, SD, TN, TX, UT, VT, WA, WV, WY).

Successful Welfare-to-Work Models

- Create work opportunities for TANF recipients by setting aside work-study slots for them and creating unpaid community service assignments.
- Use resources not needed to meet participation rates for education and training activities.
- Use state flexibility to define activities and requirements that allow education and training.
- Compress existing certificate and degree programs into shorter more intensive programs that run throughout the year.
- Make occupational training programs accessible to those with low basic skills by integrating basic education and English-as-a-Second language instruction with job specific training.
- Use state maintenance of effort funds to aid recipients outside the welfare system.

Legislative Changes to the TANF Law

- Iincrease the 12 month time limit on vocational education to 24 months.
- Remove teen parents from the vocational education cap to allow more opportunities for adult students to count vocational education as work.
- Allow participation in the Federal Work-Study program to count as work.

BROOME COMMUNITY COLLEGE

WORKFORCE DEVELOPMENT PILOT PROGRAM

Presented by Kathleen Habel, Director
Center for Community Education and
Dr. Marie Davenport, Professor,
Business Technologies

RESPONDING TO WELFARE REFORM
BROOME COUNTY - PILOT FOR WORKFORCE DEVELOPMENT

1. Background Information

In 1996, Broome County was designated as the pilot for the Workforce Development initiative for the State of New York. Representatives of nine agencies and educational institutions have been meeting on a regular basis to discuss implementation of the pilot program and designing the skeleton of a program that would meet local needs. Participating partners include Broome Community College, Binghamton University, Broome Tioga BOCES, Four County Library System, NYS Department of Labor Community Service Center, Southern Tier Regional Career Center, and the Office of Vocational and Educational Services for Individuals with Disabilities.

It has been the hope of the Workforce Development Committee to develop a system to meet the needs of employers, employees, and those seeking jobs. The dream of a one stop center through the use of technology is the goal.

2. How It Works

Prior to January 1998, the board, consisting of representatives of the nine partners, met on a monthly basis to plan how the system should look, decide who the customer was, build in accessibility, and develop an implementation plan.

Discussion ran parallel to that of the Workforce Development state initiative. Subcommittees were formed to study such details as the upgrade of technology, accessibility, sharing of information, and marketing.

3. Results

Several significant goals have been achieved. 1.) The process of upgrading hardware and software at DOL is well under way. Prior to the beginning of this project, most DOL staff could not even be reached via e-mail. It is the goal of this initiative to share information and data electronically in the future so that there will be one port of entry for every customer to the system. 2.) Partners have begun to share information and develop ways to centralize the intake of client information. 3.) A homepage has been designed for Broome County with information on jobs, career development, resume writing, employment and training assistance.

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4. Barriers to Overcome

It is very difficult to overcome the problem of confidentiality. Electronic fire walls need to be built into the system to protect all customers.

Intensive marketing needs to be done, especially with employers who traditionally use other means for advertising job openings.

The system needs to be accessible to all customers.

Accountability also needs to be built into the system. Users require a means of ascertain quality services and training. The system should not become a billboard for any provider with the ability to design a web page.

5. Program Contacts

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BROOME COMMUNITY COLLEGE
BINGHAMTON, NY 13902

PROGRAM INFORMATION "RESPONDING TO WELFARE REFORM"

Broome Community College has one program in operation "BRIDGE to Careers in Child Care" and one anticipated program "BCC/DSS JUMP START" to address in this communication.

BACKGROUND INFORMATION

Both programs are intended to address short-term training that carries academic credit for entry-level employment. Employment trends indicate that positions will be available that carry such titles as child care assistant, data entry clerk, typist, cashier, and customer service representative.

BRIDGE is grant funded and was scheduled to open for operation in January 1998. The first session was canceled due to low enrollment. The second session began on February 2. The grant is from the SUNY Research Foundation and the NYS Department of Labor. The agencies involved are Broome Community College, Broome County Department of Social Services, and Broome County Child Development Council.

BCC/DSS JUMP START will begin offering courses on June 1, 1998. There are no grants involved. Students will be placed in the program by DSS and will be provided with childcare and transportation expenses through that agency. To cover their tuition, fees, and book expenses, the participants must qualify for financial aid.

HOW IT WORKS

Both programs intend to provide participants with the possible components of training, employment, credit courses, a certificate and/or a college degree. The target population is public assistance recipients.

BRIDGE students take a three-credit course four days a week for four hours at the YWCA for four weeks which is taught by an adjunct instructor. The curriculum for this course was developed by the SUNY Research Foundation. On the fifth day each week, the students are assigned to a child care site where they job shadow and complete assignments in conjunction with the course work. A case manager coordinates the activities for the ten students that are currently enrolled. Students earn another three credits in the three months following the initial session by acquiring and applying a variety of child care skills. These courses can be part of an early childhood associate degree.

BCC/DSS JUMP START is a proposal to offer a Business Technologies and Customer Service cluster of courses in an eight-week session. The session would be divided into two parts with

four weeks each and two courses offered. Classes would begin for session one on June 1 and end on June 26. Session two would begin on June 29 and end on July 24.

FOUR DAYS A WEEK FOR FOUR WEEKS

9:00 - 11:30 AM	9:00 - 11:30 AM	9:00 - 11:30 AM	9:00 - 11:30 AM	WORKSHOPS
12:30 - 3:00 PM	12:30 - 3:00 PM	12:30 - 3:00 PM	12:30 - 3:00 PM	WORKSHOPS

Each time slot has one, 10-minute break

FIRST FOUR WEEKS:
BUS 112 QUANTITATIVE BUSINESS METHODS
BUS 214 CUSTOMER SERVICE
OR
BIT 100 KEYBOARDING
BIT 110 BUSINESS ENGLISH

SECOND FOUR WEEKS:
BUS 152 SELLING FUNDAMENTALS
BUS 267 RETAILING IN A SERVICE ECONOMY
OR
BIT 104 KEYBOARDING SPEED DEVELOPMENT
BIT 132 INTERMEDIATE WORD PROCESSING
BIT 133 ADVANCED WORD PROCESSING
BIT 250 INTEGRATED BUSINESS OFFICE PROCEDURES

Students are expected to gain the following skills in these courses:

BUSINESS TECHNOLOGIES CLUSTER

SKILL DEVELOPMENT
Session One

BIT 100 - KEYBOARDING

- Ability to operate the computer keyboard by touch
- Ability to key for three minutes at a minimum rate of speed of 21 gross words per minute with three or fewer errors
- Ability to key for five minutes at a minimum rate of speed of 31 net words per minute with five or fewer errors
- Capability of accurately proofreading documents
- Capability of creating, editing, formatting, printing and saving business documents

BIT 110 - BUSINESS ENGLISH

- Ability to complete basic sentence construction and to use the eight parts of speech in sentence structure
- Ability to apply basic punctuation, capitalization and number rules

Session Two

BIT 104 - KEYBOARDING SPEED DEVELOPMENT

- Ability to key for five minutes at a minimum rate of speed of 35 net words per minute with five or fewer errors

BIT 132 - INTERMEDIATE WORD PROCESSING
BIT 133 - ADVANCED WORD PROCESSING

- Ability to perform the following word processing functions using a popular word processing software:
  - Creating headers and footers, footnotes and endnotes, graphic elements, newspaper and parallel columns, and charts
  - Inserting graphics images
  - Creating and formatting tables
  - Merging documents

BIT 250 - INTEGRATED BUSINESS OFFICE PROCEDURES

- Ability to use integrated business software to perform tasks in database management, spreadsheet applications, and presentation graphics
- Ability to prepare business documents by embedding and linking files

CUSTOMER SERVICE CLUSTER

SKILL DEVELOPMENT

Session One

BUS 112 - QUANTITATIVE BUSINESS METHODS

- Develop accuracy in mathematical analysis
- Discover the relationship between the mathematical functions learned in this course and other courses
- Ability to compute: word problems, bank reconciliations, cash and trade discounts, markups and markdowns, simple and compound interest, discounted notes, future and

present value, annuities, credit and installment loans, mortgages, property taxes, insurance, and measures of central tendency

BUS 214 - CUSTOMER SERVICE

- Develop a personal philosophy to promote customer service within employment settings
- Recognize the customer role as the center of all business activities
- Identify the role of customer service within an organization, the value of an effective program to long-term success, and the implementation of an organization-wide commitment to servicing and maintaining the current customer base
- Develop skills to deal with a diverse customer base including telephone skills and handling the difficult customer
- Practice measuring customer satisfaction

Session Two

BUS 152 - SELLING FUNDAMENTALS

- Identify salesperson's responsibilities and qualifications
- Analyze consumer motivation and consumer characteristics
- Apply price, discount and credit policies and practices
- Perform the basic steps that lead to successful sales
- Develop a sales procedure for various products

BUS 267 - RETAILING IN A SERVICE ECONOMY

- Evaluate retailing career components
- Apply these concepts Merchandising - buying, selling, stocking, and controlling
  Operations - personnel, security, store maintenance and coordination, and customer service
  Finance - accounting, store location and volume, inventory control, credit, collections, profit, and retail record keeping
  Sales Promotion - advertising, special events, publicity, public relations, cooperative and visual advertising

The workshops will cover topics such as resume writing, self-esteem building, preparing for the job interview and will be coordinated by the college Placement Office. Both clusters are followed by a series of one-credit courses yet to be selected. During the fall 1998 semester, students are expected to enroll in 15 credits if they choose to pursue a certificate in either program. Each schedule will include a 3-6 credit internship. Following completion of the certificate, all credits earned are able to be applied to a degree in the Business Division.

RESULTS

BRIDGE presently is in the last week of classes in session one and it is reported that they are having a very successful experience with the participants.

BARRIERS TO OVERCOME

BRIDGE has had a great deal of difficulty in recruiting students. The first session was not held because of low enrollment.

PROGRAM CONTACTS

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BCC/DSS JUMP START
Jo Van Wely, Dean of Business
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(607) 778-5170 FAX

CORNING COMMUNITY COLLEGE

LEARN TO EARN PROGRAM

Presented by
Joan Ballinger, Program Director

CORNING COMMUNITY COLLEGE'S LEARN TO EARN PROGRAM SUMMARY

1. Background information:

Corning Community College's Learn to Earn Program represents a redesign of the highly successful PACE Program to accommodate the reform of the welfare system. Implemented in July 1997, the Learn to Earn Program is designed to provide the shortest route to employment for individuals receiving public assistance.

Program Funding Sources:

Funding for the program is secured through Corning Community College (CCC), Private Industry Council State Education Title 8% funds, U.S. Department of Housing and Urban Development (HUD) Neighborhood Networks Grant, Steuben County Department of Social Services, WORK NOW grant funding, SUNY Bridge Child Care Training and Placement Program, and pending funding from an" Information Technology Works at CCC " grant application and the" BRIDGE College to Work" initiative.

One Stop Career Center and Community Agency Partnerships:

Effective April 6, 1998, the Learn to Earn Program will co-locate program staff and services in a One Stop Career Center with the Chemung, Schuyler, Steuben Workforce Development Board (formerly Private Industry Council) and community agencies who meet the needs of low income families in the Southern Tier region. The One Stop Career Center will be located at 20 Denison Parkway West in Corning, New York. This centrally located facility is located next to Corning Community College's Business Development Center, the Small Business Development Center, CCC's Day Care Center, and is situated near numerous local businesses and industries. Public transportation is available to increase access to the facility.

The partners providing services in the One Stop Career Center include: Chemung, Schuyler, Steuben Workforce Development Board (formerly Private Industry Council), Corning Community College and The Learn to Earn Program, S/A BOCES, Pro-Action, VESID, Green Thumb, Steuben County Department of Social Services, and New York State Department of Labor.

The Learn to Earn Program has developed partnerships with AmeriCorps Kids First Initiative Steuben County, the Family Self-Sufficiency Program with the City of Hornell Housing Authority and Tri County Housing Council, and Project PAVE (Public Assistance/Volunteer Effort). Corning Community College is established as a Work Experience Sponsor Site with the Steuben County Department of Social Services. Closet Treasures, a local clothing consignment store, Corning Community College, and the Salvation Army provide donated interview wear for individuals seeking employment.

2. Service Delivery System:

The Learn to Earn Program staff includes a Full-time Program Director, one full-time Office Professional, one full-time Career Counselor, one full-time Work Experience Counselor, and two student employees. One full-time and one part-time Computer Staff Assistants and two part-time Case Managers are employed at the Neighborhood Network Centers.

The program involves a continuum of workforce development activities designed to permit participants to acquire skills that enable them to become competitively employed in the regional labor market. (See attachment) The Learn to Earn Program provides a seamless service delivery system through a progression of workforce development activities that include:

a) individual skills assessment (includes literacy and basic skills, and JTPA eligibility)
b) development of an Individualized Employment Plan
c) linkage with short term training to obtain entry level employment skills

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d) volunteer and work experience opportunities
e) training and assistance with employment placement and maintenance
f) six month post-employment support and enhanced training opportunities
g) referrals to community resources to meet individual needs

PARTNERSHIPS WITH CORNING COMMUNITY COLLEGE: CURRICULUM DEVELOPMENT

SUNY Approved Life Skills Transition Courses:

The Learn to Earn Program developed two SUNY approved, non credit life skills courses during the Fall 1997 semester. The courses are titled "Managing Life Transitions" and " Overcoming Barriers to Educational and Career Success" These courses are offered through use of Title 8% Education funding for pre-employment preparation training.

These courses are currently being offered to S/A BOCES students and TANF recipients who are completing work experience at Corning Community College. Life skills courses will be offered on site at the Neighborhood Network Center in Stewart Park Apartments.

The Learn to Earn Program plans to offer the NEXT S.T.E.P. (Student Transition and Education Planning) curriculum during the summer to interested S/A BOCES students.

Personal Budgeting Course:

The Learn to Earn Program co-authored and taught a new Personal Budgeting Course, GB103, with CCC's Business Division. The course included a financial fair which included area lending institutions, Southern Tier Catholic Charities, and CCC Alumni. Students learned about credit cards, money management, and criteria to become first time homeowners.

SERVICE WORKER CERTIFICATE PROGRAM # 77

The Program Directors of Corning Community College's Career Development Center and Learn to Earn Program, (Andrews, Ballinger) co-authored with assistance from the Chairpersons of the Business, Math/Physics/Technology, Nursing, and Social Sciences Divisions, a one year certificate program to be sponsored by these four academic divisions. The program is designed for individuals who want to develop employment skills to become gainfully employed in the labor market. Emphasis is placed on career preparation for skill development in service positions in Business, HealthCare, Human Services, and Technology.

The program includes courses on basic and literacy skills, workplace readiness, personal budgeting, employment retention, and understanding workplace expectations and issues.

Individuals participating in work experience will be enrolled in these courses to prepare for employment. These courses will be offered at the One Stop Career Center to any individual seeking employment preparation training. Individuals may continue with enrollment in the program as post-employment training.

Information Technology Grant:

The Corning Community College's Business Division and Computer Technology Services, in conjunction with the Learn to Earn Program, has submitted a grant application to train economically disadvantaged individuals for employment in the field of Information Technology. The Learn to Earn Program has partnered with CCC's Business Development Center to offer non-credit keyboarding classes at the Neighborhood Network Computerized Learning Centers in Stewart and Heritage Park Apartments facilities.

The Learn to Earn Program is currently exploring development of post-employment training and a second certificate program with the Business Division and the Director of Corporate Services and Community Services.

PROGRAM ENROLLMENT:

The Department of Social Services "grandfathered" remaining PACE participants who will graduate in one year or less into the Learn to Earn Program. Twenty two PACE participants were grandfathered into the program.

The Steuben County Department of Social Services has approved Corning Community College as a Work Experience Site Sponsor. CCC has the capacity to develop twenty-five work experience placements at the College. The Department of Social Services has approved TANF participants to be enrolled in college courses PROVIDING they are meeting the required numbers of work experience hours. College work study is accepted as part of their work related activity.

Individuals may be enrolled in one year of two year career programs, in conjunction with their work experience and must submitted monthly attendance forms and meet with Learn to earn Program staff. Individuals completing work experience must maintain a 2.0 GPA each semester to be approved for continuation in College courses.

Nine individuals completed work experience at CCC during the FALL 1997 semester. Eight individuals obtained a 2.0 GPA or higher during their first semester.

3. RESULTS:

Work experience/CCC course enrollments:

Eight of the nine participants in work experience completed the FALL 1997 and were enrolled in CCC certificate and degree programs obtained a 2.0 GPA of higher.

Steuben County Department of Social Services has approved WORK NOW funds for the Learn to Earn Program to provide job readiness training, expand work experience placements in the Corning area, and provide job development for participants.

Schuyler County Department of Social Services has referred 15 participants to the Learn to Earn Program for work experience placements and pre-employment training using State Education Title 8% funding.

AmeriCorps:

Two CCC/PACE participants were hired as AmeriCorps members in the Steuben County area agencies who provide support to high risk youth. AmeriCorps members receive a $8,340/year living allowance and an educational award of $4,725 upon successful completion of program and a minimum of 1,700 hours of service.
Educational awards can be used in whole or part at any accredited college, university, or vocational school.

Neighborhood NETWORK Computerized Learning Centers (CLC):

One hundred and sixteen Stewart Park residents have utilized the CLC since September 1997-February 1998. Of the 116 residents, 38 were adults, 72 were children (primarily secondary school age), and 6 were CCC students. Eight individuals attended the first non-credit keyboarding class that was co-sponsored on site by CCC's Business Development Center. Three additional keyboarding courses are scheduled during the Spring 1998 semester due to residents' request for further training.

Through Corning Community College's Learn to Earn Program's sub-contract with the Neighborhood Network Center, case management and employment preparation and job search assistance is provided on site at Stewart Park Apartments.

Eleven adults have received assistance with resume preparation, eight have received tours of the Department of Labor Job Bank resources, and three participants have secured employment.

Seven individuals have applied to Corning Community College and three are attending CCC during the Spring 1998 semester.

Three CCC/PACE graduates began employment at the Neighborhood NETWORK Center on February 23 to provide computer support in the Computerized Learning Center and academic support to residents at Stewart and Heritage Park facilities. Two students are completing practicums at the Computerized Learning Center this semester.

The Heritage Park Neighborhood Network Computerized Learning Center will open by March 30. The Learn to Earn Program will provide case management and computer assistance to residents. Corning Community College will offer computer and pre-employment classes on site.

Family Self-Sufficiency Program:

Two Corning Community College graduates who participated in the Family Self-Sufficiency Program became first time home owners.

SUCCESSFUL IMPACT ON THE INSTITUTION:

New first time, full-time enrollments to the College are being generated by the LEARN TO EARN PROGRAM through students who are assigned to work experience at the College or are exempt from work related activities.

Partnerships with Corning Community College, the Workforce Development Board, and other agencies in the new One Stop Career Center will bring exciting opportunities to strengthen services for individuals seeking employment. Corning Community College's Business Development Center, Career Development Center, Day Care Center, Office of Corporate Services and Community Education, and the Small Business Development Center, will bring increased collaboration with business and industries to promote workforce and economic development.

Revenue generation to the College is increasing with increased emphasis on securing grants to support this initiative. The new enrollments through the program assists the Admissions Office with enrollment and budget projections through FTE generation.

Innovative curriculum development has occurred due to the need for new courses, such as the Life Skills, Personal Budgeting, and career preparation courses. A new one year Service Worker Certificate is developed with four academic divisions. Additional certificate programs are developed and several post-employment courses are being developed.

Distance Learning classes are being considered to reach TANF recipients located in rural areas. A four week JOB CLUB will be offered via Open Learning classes between CCC and networked high schools located in rural communities.

Early Childhood Development Project of Chemung, Schuyler and Steuben Tri County area provides opportunities to expand employment retention and increase salaries of child care professionals through the T.E.A.C.H. (Teacher Education and Compensation Helps). The collaboration between CCC's Professional Development Project, and local Child Care Resource and Referral agencies will assist in post-employment training of child care providers upon completion of the BRIDGE Child Care Training and Placement Program.

The outreach services available at the Neighborhood NETWORK Centers are providing residents with opportunities to learn technology skills, upgrade employment preparation skills, obtain their GED's, and helping their children maintain interest in education and learning. These services have shown results through employment and enrollment at the college.

BARRIERS TO OVERCOME:

Corning Community College's administration is supportive of the Learn to Earn Program and the President of the College, Dr. Eduardo Marti, serves on the Chemung, Schuyler, Steuben Workforce Development Board. The Dean of the College and the Chairpersons of Academic Divisions offered support through the development of new courses and new certificate programs. I feel blessed to work at an institution that provides my program with the support and opportunities to be innovative.

The biggest challenges include:

1) Securing sufficient grant funding to operate programs when funding is earmarked for specific services. Agencies who are competing for grant funds within communities will need to collaborate and avoid duplication during the grant application process to secure the necessary funds to adequately offer comprehensive program services. Allocation of funds are being divided between agencies for specific services versus funding comprehensive programs.

2) The delay in the passing of the State budget and Welfare Reform Bill has grant applications being received for 1997 in 1998. The implementation of last year's grant activities and the ability to demonstrate outcomes will be delayed. This may affect programs' abilities to obtain funding for the next funding cycle and make it difficult for colleges to support continuing program operations. It is difficult to develop a program operating budget from year to year when local training plans are still under development. Consequently, enrollment in programs and to the college is lower than anticipated.

3) Scheduling courses, services, and programs to meet the needs of rural participants is a growing concern. Transportation and child care are obstacles for both the institution and the participants. Open learning may be one possible option, but not the entire answer.

4) Establishing employer support for post- employment support and continued employee training. Job development will need to be a priority and employers must be willing to hire individuals who will need additional training after being employed.

5) Individuals state that they need support and mentoring during the employment preparation and post-employment period. Obtaining volunteers or professionals who will act as mentors to new employees will be needed unless programs are funded to provide post-employment services.

PROGRAM CONTACTS:

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Include Program Staff:

Diana Cleary, Work Experience Counselor, Patricia Schulz, Career Counselor, Donalyn Hammer, Career Counselor (sabbatical) Patricia McKibbin, Office Professional, Elizabeth Jacobi, Student Employee, Cindy Geyer, Student Employee/Work Experience Participant Laurie Cole, part-time Computer Staff Assistant, Cheryl Fuhr, full-time Computer Staff Assistant, Jodi Rampulla, part-time Case Manager, and Peter Sturgeon, Practicum Student at the Neighborhood Network Center

MONROE COMMUNITY COLLEGE

WORK AND LEARN CENTER

Presented by
Margaret Van Kirk, Director
and Gregory Soehner, Director of Grants

INTRODUCTION

- WORK AND LEARN
  - REPLACES TASC PROGRAM
  - CREATES ASSESSMENT CENTER AT DCC
  - MAINTAINS ACCESS TO CREDIT BASED MCC PROGRAMS
  - PROVIDES GATEWAY TO EXISTING COMMUNITY PROGRAMS
  - CREATES NEW TRAINING AND PLACEMENT SERVICES AT MCC
  - MEETS WORK ACTIVITY REQ.

PROGRAM MODEL

- PROVIDES INITIAL ASSESSMENT AND EMPLOYMENT PLANS FOR UP TO 3,600 CLIENTS
- PLACES UP TO 2,400 CLIENTS INTO COMMUNITY PROGRAMS
- PROVIDES DIRECT SERVICES FOR UP TO 1,200 CLIENTS AT MCC

ORGANIZATIONAL CHART

- PROGRAM REPORTS TO EXECUTIVE DEAN, DCC
- ADDS ASSESSMENT COUNSELORS
- ADDS EMPLOYMENT READINESS SPECIALISTS
- STRENGTHENS JOB DEVELOPMENT AND PLACEMENT SUPPORT

DECISION CHART

- PROGRAM ASSESSMENT CENTER TRIAGES CLIENTS TO:
  - COMMUNITY BASED PROGRAMS
  - MCC BASED PROGRAMS
- GOAL FOR ALL CLIENTS:
  - JOB PLACEMENT
- Contacts-Peggy Van Kirk, Program Director-716-262-1533

NIAGARA COUNTY COMMUNITY COLLEGE AND THE NIAGARA COUNTY "ONE STOP" ACCESS CENTER

Presented by
Stephanie Lopez, NCCC Extension Site Director
and MaryAnn Kruk, Bridge Program Coordinator

NIAGARA COUNTY COMMUNITY COLLEGE
TROTT ACCESS CENTER

I Background Information:

Niagara County's Access Center was one of six (6) original sites established by the New York State Education Department in 1989. Niagara County's Access Center is a comprehensive One-Stop Career Center offering universal access to a full range of workforce preparation and educational services for job seekers, students, and workers. The Access Center provides a variety of educational and support services designed to help transition individuals from: (1) welfare to work; (2) school to work and (3) work to work.

II How it works: Program Integration

Niagara County Community College and the Trott Access Center have a proven record for recruiting and serving traditionally under-represented students and clients. Through the broad range of agencies located in the Trott Access Center, services are readily available and accessible to educationally and economically disadvantaged populations; the disabled; first time criminal offenders; and other individuals seeking traditional and non-traditional career training.

The Center's comprehensive case management services facilitate the continuous outreach to target populations and the proactive brokering of services for clients among the participating agencies. Staff continuously seeks recruitment of participants from a variety of locations, both within agencies housed at the Access Center and from outside agencies. Recruitment and referrals are sought and received through Niagara County Employment & Training's JTPA office, the Department of Social Services, the Niagara Falls School District, VESID, Literacy Volunteers of America, the New York State Department of Labor, Every Woman Opportunity Center, Private Industry Council (PIC), the Niagara Falls Housing Authority and Niagara-Orleans BOCES. Programs and services are continuously advertised through newspapers, television and information sharing among agencies.

The Trott Access Center is located in close proximity to the City of Niagara Falls Economic Development Zone and the Niagara Falls Community Education Center. A major bus route is within walking distance to the Access Center. The Trott Access Center operates Monday through Friday, from 8:00 a.m. to 9:00 p.m., and Saturdays 9:00 a.m. to 1:00 p.m. Services are flexibly scheduled to accommodate the traditional and non-traditional needs of individual clients. The Access Center is a handicapped accessible facility and supports the integration of services for this population.

As a result of the established partnerships among participation agencies, both within and in close proximity to the Trott Access Center, recruitment of clients is continuous and open enrollment is available due to the myriad of coordinated services. To facilitate continuous recruitment and open enrollment, job readiness and vocational programs are run continuously through out the year so that clients can be enrolled in programs with minimal delay once their needs have been identified. Open enrollment is provided through individual referral to our pre-vocational and vocational courses. NCCC collaborates with our ACCESS partners to recruit students most likely to benefit from the programs provided.

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Niagara County Community College coordinates with other agencies to address the adult basic education needs of individuals referred through participating agencies. Together NCCC and its partners provide supportive services such as counseling, assessment, case management, childcare, transportation, literacy tutorials and vocational skills training. A comprehensive plan for counseling, referral, and follow up is individually designed based on a participant's needs.

Results.

Niagara County's Access Center was created to assist adults and their families to address their individual challenges and overcome community and educational barriers. The educational and supportive services are effective, convenient, customer focused, universally accessible, outcome driven and involve the coordination and collaboration of numerous local and New York State agencies and Federal Resources. The programs and services are fully integrated utilizing funding, staff and resources from numerous agencies to meet the individual educational and support service needs of each adult.

The Trott Access Center's Achievements

NCCC's Trott Access Center has served, (in the 1996-1997 program year):

- Community Adults 8,634
- Community Adults with Disabilities 296
- Public Assistance Recipients 2,397
- Generated 6,132 EPE State Aid contact hours
- Generated $9,040 Non-EPE contact hours
- 1,707 clients obtained full-time employment
- 307 clients obtained part-time employment

Niagara County Community College's Achievements

Niagara County Community College coordinates services and programs and offers career specific credit and non-credit training in

Dental Assisting
Licensed Practical Nursing
Call Customer Service
Computer Technologies
Child Care
Medical Transcriptionist
Office Skills Enhancement
Computer Support Technician
Medical Billing

Niagara County Community College has provided

- 550 Adults with Education and Training
- Job Development, Placement Assistance, and Post Employment Services Resulting in 410 Adults Entering Into Employment
- Job Skills and Job Readiness Training to Over 1,101 Adults

III. Credit Bearing Courses and Degree Programs

The Prospective Students Task Force at Niagara County Community College summarized that the availability of evening courses could result in greater enrollment. And that courses should be available to allow students to meet all degree requirements through evening offerings thus, the task force recommended increasing the number of courses, academic programs, and services offered at night

The Future Curricula Academic Council Task Force set the criteria for the development of new curriculum that would fit with Niagara County Community College's mission and long range plans; be unique to Niagara County Community College/Western New York; fulfill the needs of business, industry, community agencies and students, be cost effective to the institution; include transfer opportunities to baccalaureate programs particularly within Western New York Colleges/Universities; include official dual admission and articulation requirements particularly within Western New York Colleges/Universities; include articulation with associate degree programs at Niagara County Community College.

As a result, six (6) registered certificate programs and ten (10) degree programs would be offered to enable students to attend Niagara County Community College entirely in the evening (guaranteed) to earn a degree/certificate.

Programs Re-Packaged for Evening Classes

Certificate Programs (6)

- Accounting
- Business Management
- Drafting
- General Studies
- Licensed Practical Nursing
- Rehabilitation Services

Degree Programs (10)

- Accounting
- Business Administration, AAS
- Business Administration, AS
- Criminal Justice
- Computer Information Systems
- Liberal Arts and Sciences Humanities And Social Sciences
- Nursing
- Individual Studies
- Telecommunications
- Human Services

New One (1) Year Certificate Programs (4)

- Baking and Pastry Arts
- Chemical Dependency Counseling
- Local Area Network
- Digital Media Productions

Program Contact - **Stephanie Porter-Lopez, Director**
Niagara County Community College
Trott Access Center

Bridge Program Background Information

The Bridge Program began in late 1996. We had been offering Welfare to Work programs since 1989 under the State's JOBS (Job Opportunities and Basic Skills) and EDGE (Education for Gainful Employment) Programs. Our current funding comes from SUNY Research Foundation, Division of Workforce and Business Development. Our partnering agency is primarily the local Department of Social Services and New York State Department of Labor. Other secondary partners are; the local SDA/PIC, which is Niagara County Employment and Training, Everywomen Opportunity Center, the local School Districts, and the Health Association of Niagara County. Our target population is all Niagara County TANF recipients referred to us by LDSS.

Our success is determined by the number of job retentions we achieve through our Bridge activities, the number of Social Service cases that are closed and the amount of FTE revenue we generate to the college.

The barriers that continue to exist are the confidentiality issues regarding the exchange of client/student information among agencies, common intake form and of course territorialism issues.

Program contact – MaryAnn Kruk, Bridge Program Coordinator
Stephanie Porter-Lopez, Extension Site Director

NIAGARA COUNTY COMMUNITY COLLEGE
BRIDGE PROGRAM

The following is a brief overview of the '97-98 BRIDGE Program which offers a variety of employment related activities for Niagara County TANF recipients. The main components of BRIDGE services are job readiness training, job development and placement, case management and post employment services.

I **Job Readiness**

A. This four-day workshop is intended to be an enhancement of the county's CWEP program. Mandated clients will attend the Job Club on the opposite weeks of their workfare schedule. Clients will receive job search instruction and assistance to improve their job seeking activities

B. In addition, clients will be registered with the New York State Job Service, be referred to Niagara County Employment and Training and be given on the spot job referrals.

C. Clients will then be called back on individual basis to meet with the BRIDGE job developer and case manager. The ultimate goal is job placement.

II **Skills for Employment Classes**

A. This 80-hour program is designed to employ TANF recipients with the skills to manage their lives and prepare for the job market. Students are selected by the employment unit of LDSS and mandated to attend. Upon completion of the "Skills" program, students, with the help of case managers and job developers, will either enter employment, short term vocational training or continue to receive individualized case management and job development. The following is a list of the components of the "Skills" program:

- Selected pieces of both **Action for Personal Choice** and **Life Management** program. Both programs have approved and validated by the State Education Department.
- Selected topics from **The Career Planning Model** and State Ed approved as well as a complete job readiness program. Students are registered with Job Service and offered an in-class orientation by JTPA. Student's activities are monitored and tracked with the end result to be job placement and job retention

III. **Participant monitoring and Tracking**

A. Through the BRIDGE programs **Case Management System**, student's activities will be monitored and their progress tracked from date of enrollment to 180 days after employment. Case management and job development will include the following:

- Intake interviews, development of employment and career plans, referral to appropriate service or program, and tracking the students progress.
- Post employment service includes case management practices designed to maximize job retention. Regularly scheduled contact is made with the client after employment.

In conclusion, Niagara County Community College at the Trott Access Center offers several short term vocational training programs designed to meet the needs of the current labor market while meeting federal guidelines. NCCC's "Best Practice" our partnerships with our local district and other major agencies.

Vocational Training Programs are as follows:

- Licensed Practical Nursing
- Dental Assisting
- Computerized Medical Billing
- Office Skills enhancement
- Medical Machine Transcriptionist
- Work Place Basics
- Call Center Customer Service Representative
- Computer Support Technician/New Ventures

NIAGARA COUNTY COMMUNITY COLLEGE
BRIDGE PROGRAM

Niagara County Community College On Campus BRIDGE Pilot Project

In an attempt to offer BRIDGE services to on-campus credit students, the Division of Life Long Learning would like to work in partnership with the Student Affairs Division, primarily the student services area of Career Counseling and Employment Opportunities and the Niagara County Department of Social Services to meet the employment needs of all TANF (Temporary Assistance to Needy Families) students

PROPOSAL

BRIDGE staff will be housed on campus in the student services area of the G building. TANF students will be identified by both LDSS and NCCC from computerized information. Recruitment will also be done through mailings, advertising in campus publications, announcements in classes and faculty meetings. Students will be called in by BRIDGE Job Developers and Case Managers for intake interviews at which time employability plans will be completed. Students will then be referred to appropriate services in the Counseling Center or the Employment Opportunities Center. BRIDGE will provide additional resources to enhance and update existing employment and career services and material on campus.

BRIDGE staff will continually monitor student's pre-employment activities as they approach the completion of their academic programs. Job placement will take place at the appropriate time and post-employment activities will begin and continue for a minimum of 180 days. Approximately 75 students will be enrolled, and placed in employment related activities for this year.

Our future plan is to develop a "Center" where student's can access career and employment related resources at a single location and have continuing technical assistance. In addition we would like to establish Niagara County Community College's Main Campus as a CWEP site.

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ONONDAGA COMMUNITY COLLEGE

JOBS*plus!* PROGRAM

Presented by
Pat Higgins, Program Director

...putting people on the job

OCC JOBS*plus*! PROGRAM

OVERVIEW

Onondaga County has undertaken an ambitious initiative in response to the challenge of welfare reform. Accepting the notion that employment should be the keystone of the welfare system, Onondaga County began a pilot program in March, 1995, which has significantly increased work force preparation opportunities for public assistance recipients, and thereby more effectively transitioned individuals into unsubsidized employment. Onondaga Community College, long a partner of the Onondaga County Department of Social Services in employment-related programs, has been the lead agency in this effort. The program is funded with Federal, State, and local dollars.

MISSION

To focus everything that is said and done in the welfare system on helping people find and keep employment. This begins the moment individuals first apply for public assistance and continues until all who are able have achieved economic independence. **JOBS*plus*!** will provide more opportunity for participants in this endeavor by enhancing and increasing their responsibility for their own success.

PRINCIPLES

1 All avenues of diversion from public assistance should be explored at the time of the application.

2 Work force preparation activities should be authentic: that is, they should replicate, to the greatest extent possible, actual labor force conditions. These include:
- Full-time participation (35 hours a week)
- Authentic working conditions (real work, legitimate expectations, training, supervision, performance appraisal)

3 The pace at which individuals will acquire the needed work-related skills will be accelerated by combining work experience with classroom education or training.

4 With given parameters for participation, individuals should be given the greatest possible degree of self direction in selecting those opportunities which will move them the most rapidly to economic independence.

5 No one should be economically better off on public assistance than working.

PERSONS SERVED AND METHOD OF SERVICE

All applicants for public assistance participate in a series of structured job search activities. Those who do not participate satisfactorily are denied public assistance or referred to New York State mandated conciliation.

All new recipients of public assistance, and those current recipients who are changing work force preparation programs, work with JOBS***plus***! staff to develop employability plans.

Where allowed by regulation, employability plans include assignment to full-time participation. This consists of a combination of activities, including work experience, educational programs, vocational training, work force preparation offerings and job search. Some of these activities already exist within the community (e.g., GED classes, vocational training). Other program offerings are being developed through the project and administered through the OCC **JOBS*plus*! Learn To Work Center**.

This center is a facility which offers a wide range of work force preparation programs as a complement to work experience efforts. The activities at the **JOBS*plus*! Learn To Work Center** accomplish two important objectives: First, the capacity of the local employment system is expanded, thereby allowing opportunities for greater participation. Second, specialized services available respond to the diverse needs of jobseekers. The capacity for self-direction is built into the project. In this sense, while jobseekers may be expected to participate at the **JOBS*plus*! Learn To Work Center**, they have some latitude in selecting the particular program offerings which best meet their individual needs, as determined through the assessment process.

The specific services offered at the **JOBS*plus*! Learn To Work Center** follow:

A. *Assessment / Employability Plan Development*

Before assignment to an activity, **JOBS*plus*!** staff help jobseekers' assess their strengths and experiences in order to assist them become employed as soon as possible. The assessment process provides information on work history and educational background. Testing determines math and reading levels. The employability plan outlines vocational goals and the steps needed to achieve them, taking the shortest route to employment. Supportive services which may be required in order to participate in work preparation activities (e.g., transportation, child care) are noted.

B *Work Experience*

Work experience is an essential feature of this community's **JOBS*plus*!** strategy. This is where jobseekers learn and practice appropriate work behaviors, as well as "give back" to the community. Therefore, having an adequate supply of authentic work experience opportunities is of primary importance. There are currently over 1,500 participants enrolled in 20-hour work experience activities each week. More sites and opportunities are needed, for both English and limited English speaking jobseekers.

Project staff are working to expand significantly the availability of work experience in the community. This includes:

- recruiting new work experience or internship sites
- setting appropriate standards for participation
- working with employers in refining the monitoring and evaluation of participants

C. *Work Force Preparation Programs*

The OCC JOBS*plus*! Learn To Work Center sponsors a variety of activities which respond to issues facing jobseekers as they obtain needed labor force skills. The types of programs already implemented, as well as those planned, include:

1. Job Readiness / Job Search / Job Maintenance Classes

Jobseekers who have been out of the labor market for a prolonged time, or those who have never been in the labor force, may need basic information on job-related issues. Classes are held on topics such as resume writing and interviewing, to help potential employees better prepare for the job search. Other areas addressed include: communication with supervisors and co-workers, conflict resolution, team work, problem solving, work ethic and other "soft skills" which employers value. Structured, supervised job search is also offered through the **Learn To Work Center**.

2. Money Management / Budgeting

Many jobseekers on public assistance have their rent and utility payments vouchered by the Department of Social Services. Because of this they may experience difficulties when faced with the responsibility of budgeting for themselves. At times, problems in managing money create emergencies and force the individual back into the welfare system. Money management classes help jobseekers prepare for those responsibilities.

3. Government Benefits

Many persons receiving public assistance fear they will lose benefits if they work. Sometimes this is true; sometimes it is a myth. Without good and accurate information, many individuals simply will not take risks. It is incumbent upon the welfare system to provide honest information on how work changes welfare benefits. Further, it is incumbent upon the system to properly inform potential employees of all possible transitional or ongoing benefits for which they may be eligible.

Time consuming budget calculations and the provision of information on transitional benefits are provided at the **Learn To Work Center**. The information is provided to potential employees, as well as to interested employers, where appropriate.

4 Individualized, Self-Directed Study

Many persons reside in settings not fully conducive to serious study. Quiet areas, access to computers or word processors, may be lacking. Some jobseekers express the desire to prepare resumes, but have neither the knowledge nor the access to word processors to complete this task. The **Learn To Work Center** devotes space for individualized study, with equipment and aides that facilitate work force preparation.

D. *Monitoring and Conciliation*

Needless to say, a major commitment is being made to expand opportunities on behalf of jobseekers on public assistance. Assurance needs to be obtained that these jobseekers are meeting their obligations for participation.

Project staff monitor participation and progress, providing immediate remedial intervention with those who are non-compliant with program requirements. This involves New York State mandated conciliation and, when appropriate, referral for sanction.

E. *Post-Employment Supportive Services*

The first several months after securing employment is a critical time. Most separations occur within several months of hiring. Providing supportive services in the form of job coaching and problem solving is effective in preventing problems, or in resolving them early. **JOBS*plus*!** staff also work in close collaboration with the Child Assistance Program (CAP), which assists employed ADC recipients in the transition from welfare to self-sufficiency.

EVALUATION

The principles behind this program move the welfare system in a new direction for work force preparation and attachment. To determine whether this direction succeeds in accomplishing the goal of transitioning public assistance jobseekers more effectively into unsubsidized employment, a research component is attached to the project.

The evaluation will measure both program activities as well as program outcomes. Examples of areas on which data is being collected include:

Program Activities

- Number of persons participating in individual activities through the project.

Program Outcomes

- Number and percentage of participants who transition to employment, with 6 month, 12 month, and 18 month follow up
- Number and percentage of participants who are sanctioned because on non-compliance.
- Number and percentage of participants who leave public assistance (for any reason)
- Number and percentage of participants who remain on public assistance

For more information, please contact:

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SULLIVAN COUNTY COMMUNITY COLLEGE

OASAS/VESID RESIDENTIAL TREATMENT TRAINING PROGRAM

Presented by
Susan Patterson, Coordinator of
Workforce Development and Small Business Training

VESID/OASAS Food Service Training Program
at Sullivan County Community College

Background:

Sullivan County, population 70,000 year round residents, was once a thriving resort community that has been negatively impacted by the demise of the resort hotels. In its heyday, Sullivan entertained 200 resorts. Now there are no more than 10 major hotels in existence. A substantial second home industry that swells to around 200,000 residents still thrives and drives a seasonal economy.

The County has sought aggressively to attract tenants to the now unoccupied resort hotels. One of the industries that presented itself to the County is the addiction recovery industry. In this rural county ninety miles northwest of NYC, there are approximately ten large residential drug and alcohol rehabilitation centers.

The College use to operate a liberal arts program at the sites of three of these residential centers but about three years ago emphasis on " work first" put pressure on that arrangement. As the College looked for ways to continue its relationship with the recovery centers, we examined our existing career programs. The most popular by and large was Sullivan's hospitality program. And as often happens, the chairman of the hospitality curriculum was willing and able to configure some of his most technical courses into a short, 15-week, in-house certificate program.

Our students reside at one of the ten long-term residential treatment centers. The sponsoring agency is VESID, Vocational and Educational Services for Individuals with Disabilities. Financial aid, TAP and PELL are used first and VESID guarantees secondary funding and transportation.

Implementation:

The program includes hands-on skills development in the areas of baking and food preparation, a course in sanitation and safety, and a course in restaurant purchasing. The students take instruction on campus three days a week and remain in their clinical treatment the other four days a week.

The expectation is the upon completion of our 15-week training program, students will complete their treatment requirements and cycle to the next phase of their treatment, where they will be involved in job searches. The home agencies provide case management service and employment searches (sometimes with excellent placement advice from the college's hospitality personnel). VESID tracks employment retentions.

The program operates during the two traditional semesters each year. Usually there are about 15 students from the combined facilities enrolled in 15 credits. Two of the courses are labs-cooking and baking. The professors are our best, including the chairman of our nationally recognized hospitality curriculum.

Results:

The results have been phenomenal. Over eighty percent of the individuals who have completed the program have found and retained unsubsidized employment. VESID, as the sponsor is thrilled with the results. VESID has some of its costs defrayed by our college financial aid and a great deal of assistance with job development and case management activities from the rehabilitation centers.

The rehabilitation centers are motivated to have their residents participate because a recovering addict who is more likely to remain straight and sober. That is their measure of success.

Barriers:

There are barriers that influence the number of clients we can serve. First, the college admissions and financial aid policies require applicants to possess a high school diploma or GED, not be in default of a guaranteed student loan, be registered with selective service (if the applicant is a man), and be able to perform academically at a college level.

Many of the recovering addicts are in fact extremely motivated and academically prepared. They are hungry for information. The demands that the facilities place on their residents, however, often present barriers to their academic success. Let's face it, the focus of their treatment is not education, it's therapy. They have rigorous clinical schedules, often have medical and legal issues that take precedence, and have a great deal of peer pressure. Their enrollment in training programs is viewed as a privilege and the reward is withheld if they don't perform in their residence as expected.

Fortunately, the pressures of relationship, transportation and child care are put on hold while the clients are in residential treatment. Local DSS is not providing supportive services.

Other workforce development activities at SCCC:

Sullivan County Community College is aggressive about workforce development projects. Currently, we are in the second year of operation of the SUNY Research Foundation's BRIDGE program. We are operating a BRIDGE Child Care Training and Placement program and are applying for a BRIDGE College-to-Work grant. We enjoy an excellent relationship with our local DSS and employment and training unit and participate in three or four locally sponsored workforce development activities each year.

For additional information about the VESID/OASAS Food Service Training Program, contact:

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Loch Sheldrake, New York 12759
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